

PSD Ltd Children's Centre

St Aldhelm's Church Hall, Windmill Road, London, N18 1PA

Inspection date	18/03/2014
Previous inspection date	26/10/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and content in the setting, where they have established positive relationships and close attachments with staff.
- Children have regular opportunities to engage in outdoor activities and systems are in place to promote their health.
- There are suitable systems in place to support children who speak English as an additional language and children with special educational needs.

It is not yet good because

- The educational programmes, particularly for the older children lack depth and breadth across the seven areas of learning and therefore children are not always being challenged in their play.
- Some staff lack skills in observations and assessments, which means that they are unable to monitor, track or make assessments on children's progress effectively.
- Some group times, particularly lunch and circle time are not organised effectively to meet children's individual needs or to enable children to increase their independence skills.
- Some parents are unaware of their child's key person.
- Babies have few opportunities to explore natural resources.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all the play areas.
- The inspector engaged in discussions with staff, children and parents.
- The inspector sample documents relating to children and staff.
- The inspector engaged in a joint observation of the pre-school room with the manager.

Inspector

Samantha Smith

Full report

Information about the setting

PSD Ltd Children's Centre registered in its new premises in 2010. It operates from a church hall in Edmonton in the London Borough of Enfield. Access to the building is at ground level directly from the adjacent footpath. The setting offers a day nursery and after school club, adult training and healthcare. The childcare provision is open every weekday, from 7.30am until 5.30pm, all year round. Children have the use of two playrooms and a secure outdoor play area. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The centre employs 11 staff in total, including four senior staff most of whom are suitably qualified. The proprietor has Early Years Professional Status. A maximum of 51 children under eight may attend the setting at any one time and, of these, no more than 15 may be under two years. Currently there are 87 children on roll, attending various sessions throughout the week. The nursery supports children who have special educational needs and/or difficulties and those who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the educational programme in all areas to ensure that there are a good range of resources to provide challenge for children of all ages
- put in place an effective training programme to support staff developing their observations and assessments skills to enable them to better track children's progress and complete appropriate assessments on children including the progress check for two year olds
- provide parents with up to date information about their child's key person

To further improve the quality of the early years provision the provider should:

- further develop staff's questioning skills so that they build on children's learning by encouraging them to think more frequently and increase their vocabularies
- review the organisation of meal times to enable older children to develop their independence and to ensure that children do not spend long periods sitting and waiting
- review the organisation of some group activities to encourage children's full participation and for staff to pitch it at an appropriate level to the children taking part
- provide babies with a variety of natural resources and real objects to enable them to explore different materials

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Most of the children attending come from ethnically diverse backgrounds and overall, staff demonstrate an adequate understanding of their needs and support their learning. However, the quality of teaching is not consistently good to help all children make good progress. Some staff are confident in their roles and support children's learning appropriately. For example they engage in children's play, talking to them and using appropriate levels of questioning to challenge and increase children's thinking and speaking skills. Other staff lack confidence and do not facilitate children's learning as well

and their interactions do not always challenge the children. In addition, the quality of the observations and assessments is variable across the staff team. For example, some staff observe and document children's achievements well. However, others lack purpose and the identified next steps are not well aimed at promoting children's development. As a result, the progress that children are making is variable across the group. This has been identified through recent monitoring, and support is being given to staff to help improve this.

Overall, the learning environment is sufficiently planned to cover the seven areas of learning. Babies are beginning to learn early skills to support future learning as they move around freely, showing a real interest in their environment. They show their excitement as they crawl through tunnels and have fun kicking and throwing the brightly coloured balls. This promotes their physical development well. Babies enjoy climbing on the large apparatus and have fun exploring the texture of the paints and cornflour to enable them to explore textures. The soft cushions in the room provide a comfortable place for babies to sit and look at books with staff or on their own. However, there are no resources to support their curiosity in everyday and natural resources, for example through the provision of treasure baskets. Experiences provided are not consistently of a high quality, particularly in the pre-school and toddler room. Activities in this room lack range and depth. Although some have value and encourage children's participation, they often do not have clear learning intentions. For example, children are provided with basic provisions of paper and pencils for to practise early writing skills and there are a few displays of letters. However, they are not encouraged to take their writing further by copying, tracing or experimenting with writing in different areas of their play. In addition, while playing with the small world figures, children are not provided with additional resources to enable them to extend their imagination further. In the mathematics area, children are provided with model bears and dinosaurs for sorting. However, children are not given any instructions or provided with sorting cards. As a result, their play and learning lack purpose.

The setting has a number of children who speak English as an additional language and children with special education needs and/or disabilities. On the whole there are suitable systems in place to support them. Staff gather basic words in children's home language and they use these to support better engagements with children. Some staff speak the same home languages and provide regular opportunities for children to use their home language in their play. There are systems in place to support staff who are new to the role of supporting children with special educational needs. In addition, staff have developed links with other appropriate professionals in order to support children with additional needs. The setting have begun to involve parents in their children learning by asking them to share information about their children, look in their children's profile books regularly and attend progress reviews.

The contribution of the early years provision to the well-being of children

Overall, children are generally content and settled in their environment. They benefit from the positive relationships that they have established with staff. The key person system generally works in promoting positive partnerships with parents and supporting children in

developing appropriate attachments within the nursery. However, not all parents have been informed of their child's key person.

Both the indoor and outdoor environments are suitably risk assessed and appropriate action taken to minimise potential hazards to children. The indoor environment is clean and appropriately maintained, and there are suitable hygiene practices in place, which promotes children's good health. Children have regular opportunities to engage in outdoor activities and they enjoy a suitable range of experiences. Staff regularly change children's nappies so they are comfortable. Older children independently take care of their personal needs when they visit the toilet and wash their hands. Babies and young children rest and sleep according to their needs on low-level beds. Parents provide lunches for their children and these are stored and reheated appropriately. However, the organisation of mealtimes does not support children's growing independence. This is because children spend a long time waiting for their meals to be served. Once they have finished their meal, babies are sometimes left in their high chairs with little to do while staff clear away. In addition, other group times are not well organised to encourage children's full participation.

Behaviour is generally good; children mostly play well together and respond appropriately to staff requests. Staff set appropriate boundaries and manage children's behaviour reasonably well. They spend time on the children's level and provide them with appropriate explanations. As a result, children are receiving clear messages about acceptable and unacceptable behaviour. On balance, children are generally emotionally well prepared as they move from room to room because staff provide appropriate support through these transitions.

The effectiveness of the leadership and management of the early years provision

The inspection took place following a notification from an outside agency that raised concerns in relation to planning, the educational programmes, assessments, general suitability matters and qualifications, training support and skills. In addition, there were concerns raised about the premises, key person and child supervision, staff deployment, managing behaviour.

The inspection found that the premises are suitably maintained, but resources to promote children's learning are limited in some areas. Staff ratios are met and overall, staff are suitably deployed to supervise children. The educational programmes for children across the seven areas of learning lacked depth and provide little challenge or scope for children to take their learning further. In addition, the quality of some observations and assessments were not consistent with good practice, because some staff lacked the skills to enable them to monitor and track children's progress effectively. Some parents are not aware of their child's key person. Most staff are suitably qualified. Children's behaviour is managed appropriately, and they are generally well behaved.

Overall, the nursery is sufficiently managed and safeguarding and welfare requirements are being adequately met. The required policies and procedures are in place, in line with

requirements and appropriately understood and implemented by staff. The provider and staff demonstrate a sound understanding of their roles in safeguarding and promoting children's welfare. They are aware of signs and symptoms that may cause them concern and they know the procedures to follow should they need to report their concerns. All staff are currently renewing the checks to ensure that they continue to be suitable to work with children and there are suitable induction procedures in place for new staff and students.

Regular risk assessments are carried out for both the indoor and outdoor environment and suitable action taken to minimise potential hazards. This promotes children's safety on the premises. Overall, the nursery encourages positive partnerships with parents. Staff welcome them on arrival and keep them regularly updated about their children's progress and parents are beginning to contribute towards their children's learning as they attend progress reviews and share their observations of their children.

The nursery demonstrates a reasonable capacity to improve. There are systems for performance management in place and staff are being supported in improving aspects of their practice where they are not strong. At present the setting does not work closely with the local authority, although the registered person advises that she is keen to work on this in order to improve the quality of the provision and by accessing further training opportunities for staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY409370
Local authority	Enfield
Inspection number	960744
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	51
Number of children on roll	87
Name of provider	Professional Support and Development Ltd
Date of previous inspection	26/10/2010
Telephone number	07871 487 597

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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